DOCUMENT RESUME

ED 266 659 FL 015 503

TITLE Spain. English Teaching Profile.
INSTITUTION British Council, London (England). English Language and Literature Div.
PUB DATE Jun 85
NOTE 39p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Accreditation (Institutions); Adult Education; Articulation (Education); Continuing Education; Creative Writing; *Educational Trends; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Information Sources; Instructional Materials; Language Enrollment; Language of Instruction; Language Research; *Language Role; *Language Teachers; *Language Usage; Teacher Education; Technical Assistance; Testing; Trend Analysis
IDENTIFIERS *Spain

ABSTRACT

A review of English language usage and instruction in Spain describes the role and status of English in society, and outlines the situation of English-as-a-second-language instruction within the educational system at all levels. The profile covers the following areas: the characteristics, qualifications, and pre- and in-service training of English teachers in the basic and advanced level programs; articulation between levels; enrollments; accreditation; choice and availability of instructional materials; student evaluation; educational administration in relation to English teaching; development and planning of English instruction; instruction outside the educational system; British and other international support for English instruction; commercial opportunities for English language goods and services; the status of creative writing and current research; and further information sources. It is concluded that the main weaknesses of English instruction lie in the absence of adequate authority and policy-making in the ministry of education and a shortage of well-trained teachers, and the main strengths lie in the growth of demand for English instruction and awareness of needs in the field. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Price

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED266659

ENGLISH TEACHING PROFILE

Country: Spain

Date: JUNE 1985

1. ROLE AND STATUS OF ENGLISH

Over the past few years, the demand for English in Spain has been increasing rapidly and vigorously, replacing French as the first foreign language learned at school and university. The current pre-eminence of English springs from a general increase of international relations, an upsurge of foreign investment, and Spain's forthcoming entry into the European Commission.

The authorities are aware that, to satisfy this demand adequately, the quality of teachers and teaching must be improved, and steps are being taken to bring in changes in initial and in-service teacher training, syllabuses and other areas. Interest in raising standards of English teaching is shared by all the autonomous regions.

English is not used as a medium of instruction in the state education system. British and American journals and specialized magazines are, however, regarded as being extremely important in the study of natural and social sciences, economics, engineering, medicine and other such fields.

English is used widely as the principal medium of communication, spoken and written, between Spaniards and non-Spanish speakers, especially among tourists, foreign experts, and businessmen.

Despite this, there is a notable lack of provision for teaching English for Specific Purposes (ESP) in the tertiary education sector, although in individual universities, e.g. Córdoba, the first steps are being taken to remedy this.

© The British Council, London 1985

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the permission of the British Council, 10 Spring Gardens, London SW1A 2BN, UK.

FL015503

2. ENGLISH WITHIN THE EDUCATIONAL SYSTEM

The chart on the next page illustrates the Spanish general education system.

A glossary of the acronyms used in the chart and throughout the Profile is to be found on pp. 37-38.

Pre-Primary and Primary Education

Syllabus

The current syllabus for foreign language study in Basic Education (Enseñanza General Básica - EGB), an amplification of the 1971 document, dates from 1977. A new syllabus was designed in 1982 but was not implemented. It is being re-designed during 1985 and will be piloted until 1988/89.

Foreign Languages (FLs)

Starting Age for Instruction

In the state system the study of FLs is started in the sixth form (age eleven) which, from the passing of the Education Act of 1970 until 1982, fell within the second cycle but, following the 1982 EGB reform, falls within the third cycle (Ciclo Superior of EGB).

In a very small percentage of schools the study of FLs is started earlier. In some of the state experimental pilot centres (set up and recognized between 1970 and 1976) it is started in the fourth or fifth forms and in some private schools it is started even earlier, at pre-primary level, i.e. the first or second forms. Very general guidelines for such cases are included in the official syllabus.

Options

In 1970 English and French were laid down as the options. The inclusion of Italian in the EGB curriculum was approved in 1972, and the inclusion of Portuguese in 1976. The choice of FLs to be offered lies with each school.

Number of Hours

Three hours a week are offered in the sixth, seventh and eighth forms, giving an approximate total of 250 hours.

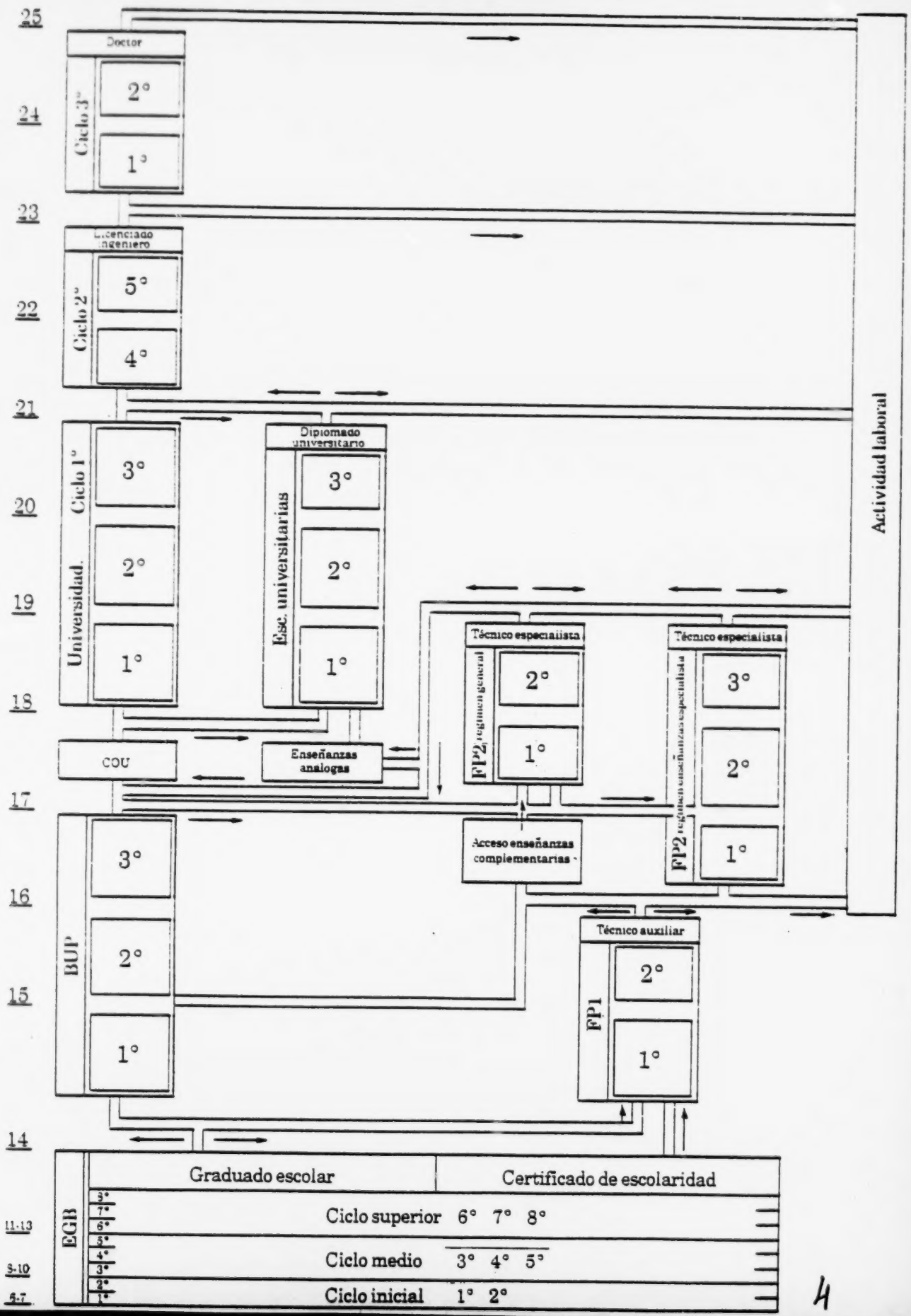
Distance Education at EGB Level: CENEBAD

Distance education at EGB level is provided by the Centro Nacional de Educación Básica a Distancia (CENEBAD), dependent on the Dirección General de Enseñanzas Básicas (see Section 5) with 13,000 extramural students. CENEBAD courses follow the EGB syllabus.

Expertise in Teaching English as a Foreign Language (TEFL)

The following statement is taken from Comunidad Escolar, a Ministry of Education fortnightly publication (1 November 1983): 'People connected with FL teaching in EGB have defined this area of the curriculum as the Cinderella of

Spanish Education System



EGB. This is so not only because the number of hours allocated to FL instruction is insufficient but also because most of the FL teachers are either not specialised at all in the teaching of FL or they are insufficiently trained'.

In this situation teaching is very much 'by the book', with emphasis on grammatical rules and vocabulary lists. The approach is very often grammar translation with a lot of exercises. Little use is made of supplementary materials, even of the cassettes which accompany most courses. EGB teachers of English often complain that they seem to be working in a vacuum as there is no EFL Inspectorate (see below), nor any other body in the Ministry responsible for EFL at EGB level to whom they can turn for guidance and help.

An explanation of why TEFL expertise is so low is that, when the Education Act of 1970 came into effect and FL instruction was introduced in EGB, there were no trained EGB teachers of FLs. Primary teacher training colleges started an FL speciality (English or French) in 1972 but those teachers already practising were never offered adequate training in FL teaching.

As most of them had studied French in secondary school, French was more widely taught at EGB level through the 1970s. The trend has gradually shifted to favour English, but even today there is a severe shortage of adequately trained EGB teachers of English.

As a consequence of low TEFL expertise, large classes (around forty) of mixed ability, and shortage of adequate resources, the levels achieved at the end of the 250 hours of English done in EGB are low, leaving students unable to meet minimum expectations of student performance, especially in speaking and listening.

EGB Teachers of English: Qualifications and Training

All EGB teachers are required to hold a diploma from a teacher training college. In theory those who teach FLs should be philology specialists in the corresponding branch. At present the specialist option can be studied either at a teacher training college as part of the three-year initial training course or through a specialist course offered to qualified teachers by the Open University, Universidad Nacional de Enseñanza a Distancia (UNED), under its Programa Nacional de Especialización de Profesores de EGB (PRONEP) scheme.

In practice, though, due to the shortage of English specialists and the existing system of teacher appointment (Concurso de Traslado), which gives priority to factors other than the specialist option studied, non-specialist teachers are required to teach English although their standard of proficiency may be very low. In other cases non-specialists themselves choose to teach English because the location of the school or the timetable for English suits them.

The following paragraph from Comunidad Escolar (1 November 1983) is indicative:

> 'According to statistical data in the academic year 1981/82 the number of FL specialists (mainly English and French) among state EGB teachers was 15,475. But only 6,918 of them (45%) were actually teaching FL. Where are the others? Evidently teaching subjects other than those they are specialists in'.

EGB teachers who are currently teaching English may therefore belong to any of the following categories:

1. teachers who have studied under the 1972 scheme, with an English specialist option

2. teachers who have studied under the 1972 scheme, with a specialist option other than English

3. teachers who did their initial training prior to 1972, under a scheme which did not offer an English specialist option.

Types 2 and 3 subdivide into:

a. those who have no English speciality at all

b. those who have subsequently done the one-year specialist course offered by the Open University's PRONEP scheme.

Between 1975 and 1982, 5,385 EGB teachers completed the PRONEP course. This one-year course is insufficient, given the low or non-existent entry level in English, to prepare teachers to teach a three-year course with a demanding syllabus.

The Rector of UNED, Elisa Perez Vera, in an interview published in El Païs, the newspaper with the widest circulation in Spain, on 1 February 1983, said 'The training of EGB specialists among practising teachers has been one of the main failures of the educational system laid down by the Education Act of 1970, since the profound reform of primary schools determined by this Law was never accompanied by the necessary re-training of existing teachers and not even by the most essential information being made available to teachers'.

Another factor that emphasizes the importance and absolute need for in-service training among EGB teachers is that 80 per cent of them are under forty-five, which means they have twenty years or more of teaching ahead of them.

Initial Teacher Training

Until 1972 teacher training colleges were called Escuelas Normales. Through a government decree of 25 March 1975:

- these institutions were incorporated into the University and renamed Escuelas Universitarias de Formación del Profesorado de EGB (referred to as Escuelas Universitarias throughout this document). There are both state and private escuelas universitarias, and a diploma can also be obtained from the Open University

- new syllabuses were laid down

- Curso de Orientación Universitaria (COU) was set as the entry requirement, which means that the entry age is around eighteen years. Prior to 1972 the entry requirement was the first cycle of the old baccalaureate (Bachillerato Elemental) and the average entry age was fourteen years.

Escuelas universitarias offer a three-year course consisting of general pedagogic training plus a specialist option. There are five options:

1. maths and science
2. social studies
3. philology (Spanish plus an FL)

4. pre-primary
5. special education (for handicapped children).

The syllabus for the philology specialist option breaks down the English component into:

language
phonology
literature (language study through literary texts)
methodology
teaching practice (in the second half of the third year).

The number of hours allocated to each subject, the approach and the textbooks vary from escuela to escuela. An average of two hundred hours per year are spent on FLs, mostly on language training, which is necessary because of the low entry level.

The methodological component is minimal (in some schools one hour per week in the third year only) and in general of a very theoretical nature - teaching practice often being reduced to one month in the third year.

English Department teachers complain that the number of hours given to English is insufficient to acquire an adequate linguistic and methodological competence. Average exit level is below the standard of the Cambridge First Certificate in English.

Escuela universitaria teachers of English are required to be university graduates, normally from English Philology Departments. Their initial training is exactly the same as for secondary school teachers (see below). There are approximately 150 trainers for English in escuelas universitarias in the state sector.

In 1980, in Escuela Universitaria María Jiménez Diaz (Madrid), out of 2,500 trainees only 120 took the English specialist option.

Currently there are plans under discussion by the Ministry of Education for the creation of university-based Institutes of Education where initial teacher training for all the levels in the education system will be offered. If this happens, it appears that Escuelas Universitarias de Formación del Profesorado de EGB will cease to exist as separate entitites.

Secondary Education: BUP/COU

Syllabus

The current syllabus for FL study in Bachillerato Unificado Polivalente (BUP) and Curso de Orientación Universitaria (COU) dates from 1975. A new syllabus, identical for the first two years of BUP and Formación Profesional (FP), was piloted in thirty schools throughout Spain in 1983/84, and will be piloted in a larger number of schools in 1984/85 before being implemented nationwide (see Section 6).

FL Options

FL is compulsory in BUP and COU but options are given: English, French, German, Italian and Portuguese. English and French are the most widely studied, with very few students doing German, Italian or Portuguese. The Ministry of Education lays down that schools should offer at least two FL options but this requirement is not always complied with, especially in the

private sector. The November 1983 situation report produced by the Ministry (Dirección General de Enseñanzas Medias - Servicio de Ordenación Académica del Bachillerato) states that in private schools:

- two FL options are offered in only 55.3% of schools
- only English is offered in 36.8% of schools
- only French is offered in 6.6% of schools.

Co-ordination with EGB

Students entering BUP:

- either continue doing the FL studied at EGB
- or start a different FL.

This can be determined by the student's choice, or sometimes by the availability or lack of availability of the relevant options.

Due to the low levels achieved in EGB, and the impossibility of streaming in most BUP centres, beginners and non-beginners work together in first-year BUP. They start from zero in spite of the Ministry recommendation that provision should be made for the development of syllabuses to suit these two types of student.

Entry Level - Number of Hours - Exit Level

Entry level: absolute beginners together with elementary students (i.e. 250 hours at EGB).

Number of hours: the allocation of hours for FL instruction as laid down by the Ministry at the moment is detailed below, but the number of hours done in the first two years of BUP may be reduced to three in the near future, as part of the curriculum reform currently under discussion (see Section 6).

Hours Per Week

Year 1	BUP	5	approximate total of 450 hours
Year 2	BUP	4	
Year 3	BUP	3	
	COU	3	

This means that students who study English in EGB plus BUP/COU do a total of 700 hours in their school years.

Students who start English in BUP do a total of 450 hours in their school years.

Exit level: the average level achieved by both types of student is well below the Cambridge First Certificate of English.

Number of Students

State Sector	BUP Students 1980-81	1981-82[1]	1982-83[2]
No. of schools	962	792	538
Total no. of students	698,314	555,523	532,844
No. of students doing French	363,150 (52%)	264,301 (47%)	232,928 (43%)
No. of students doing English	325,164 (47%)	291,222 (53%)	299,916 (57%)

[1]Excluding Catalonia and Basque Country

[2]Excluding Catalonia, Basque Country and Andalusia

Private Sector	BUP Students 1981-82	1982-83
No. of schools	1,021	926
Total no. of students	283,536	253,791
No. of students doing French	115,367 (40%)	50,227 (20%)
No. of students doing English	168,169 (60%)	203,564 (80%)

Distance Education at BUP/COU Level: INBAD

Distance education at BUP/COU level is provided by the Instituto Nacional de Bachillerato a Distancia (INBAD), the Dirección General de Enseñanzas Medias. It follows the same syllabus as BUP. About 18,000 extramural students follow INBAD courses.

Secondary Education: FP

Syllabus

The current syllabus for FL study in Formación Profesional (FP - Technical and Vocational Education) dates from 1976. A new syllabus, identical for the first two years of FP and BUP, is now being piloted (see above).

FL Options

English is the only FL option offered in 80 per cent of state FP schools and 90 per cent of private FP schools.

Co-ordination with EGB

The same as for BUP (see above).

Number of Students

The tables below give the latest figures available because, at the time of writing, a decentralization operation is taking place.

FP Students

State Sector	1980-81	1981-82 *
Students doing French	44,000 (16%)	37,000 (16.5%)
Students doing English	216,000 (83.1%)	187,000 (83.5%)
	260,000 (100%)	224,000 (100%)
Private Sector	**1980-81**	**1981-82**
Students doing French	49,000	41,000
Students doing English	241,000	210,000
	290,000	251,000

* Excluding Catalonia, Basque Country and Andalusia.

Distance Education at FP Level

There is no scheme for distance education at FP level.

Secondary School Teachers

Qualifications

All BUP/COU/FP teachers are required to be university graduates (licenciados). It is preferred that English teachers should hold a degree from a university Department of English; but a degree from other departments of the Faculty of Philosophy and Letters plus the Certificado de Aptitud en Inglés from Escuelas Oficiales de Idiomas (see above) or other Ministry-approved certificate is also accepted. Nevertheless most teachers of English in secondary schools are graduates of Departments of English.

Teacher Categories

BUP/COU

In the state sector most BUP/COU teachers are profesores numerarios, senior teachers with fixed appointments, to which they have access through competitive exams (oposiciones) based on a syllabus which is coincidental in part with that of university Departments of English. Profesores numerarios can be:

- agregados: teachers who have passed a competitive exam for agregados
- catedráticos: usually heads of departments who have passed either a competitive exam for catedráticos, or a competitive exam for agregados, and subsequently submitted and defended a paper (memoria de acceso a cátedra) which comprises the preparation of a syllabus for BUP/COU.

There is a smaller number of assistant teachers without fixed appointments (profesores no-numerarios (PNN) popularly known as penenes), who must meet the same qualifications as those with fixed appointments, but are not required to do any tests or competitive exams.

FP

In the state sector most FP teaching staff are profesores numerarios de FP, teachers with fixed appointments who have passed a competitive exam for FP.

General

The teacher category system is under revision at the time of writing.

Number of Teachers in Secondary Schools

BUP/COU Teachers

State Sector 1981-82

Catedráticos:	French - 428; English - 358; other - 16	Total: 802
Agregados:	French - 1,316; English - 1,338; other - 19	Total: 2,673
Profesores No-Numerarios (PNN):	no figures available	

BUP/COU Teachers 1982-83

Catedráticos:	French - 472; English - 384; other - 16	Total: 872
Agregados:	French - 1,400; English - 1,452; other - nil	Total: 2,852
Profesores No-Numerarios (PNN)	French - 117; English - 253; other - 21	Total: 391

Private Sector 1982-83

Total number of teachers of French and English - 725

FP Teachers 1980-81

State Sector +:

	Total No. of Teachers
French -	252
English -	580

1981-82 *

	Total No. of Teachers
French -	266
English -	624

1982-83 *

	Total No. of Teachers
French -	205
English -	535

+ There are very few private FP schools and no figures are available
* Excluding Catalonia, Basque Country and Galicia

Teacher cadres cannot be modified with the same flexibility as student options. This explains why the number of teachers of English and French in the state sector is quite balanced in spite of the larger number of students of English.

Initial Training (BUP/COU/FP Teachers)

Most teachers of English in secondary schools, as well as in escuelas universitarias and Escuelas Oficiales de Idiomas, are graduates of university Departments of English.

Twenty universities in Spain have Departments of English within their Faculties of Philosophy and Letters, with an average of 500 students per year completing the five years of study that lead to the degree of licenciado. A licenciado degree, frequently equated with a Bachelor of Arts (BA) plus two years of postgraduate work, marks graduation from university faculties (see chart, p 3). It gives access to bodies of graduates and professional organizations such as the Colegio de Doctores y Licenciados.

University Departments of English are not geared to the formation of English Language Teaching (ELT) professionals, although the greater number of professional opportunities for graduates lie precisely in teaching. Curricula vary but in general their contents can be described as highly academic, philology and English and American literature forming the larger component - the methodology component, on the other hand, being very small.

Plans are currently under discussion by the Ministry of Education for setting up a compulsory one-year postgraduate course in teacher training for university graduates who will go into teaching. These plans, which are to be revealed later, envisage combining the initial training for primary and secondary teachers within a single university-based institute. The new scheme will be piloted by the Universities of Barcelona and Málaga.

From 1969 to 1983 there was an attempt to bridge the gap between preliminary training and professional needs, in the form of a 300-hour postgraduate course offered by the Institutes of Education, Institutos de Ciencias de la Educación (ICE) which led up to the award of the Certificado de Aptitud Pedagógica (CAP) - Certificate of Pedagogic Aptitude. The CAP scheme is becoming more and more marginal and will soon be replaced by the new scheme.

Inspection at Primary and Secondary Levels

General

The only levels which undergo inspection are EGB and BUP/COU; there is no organized FP Inspectorate. The formation of the Inspectorate as it stands today was laid down in the Education Act of 1970. It deals with both state and private sectors.

EGB Inspectorate

There is a general Inspectorate but no specialist inspectors for EGB. Most general inspectors have little or no working knowledge of English, which means they cannot offer guidance or advice to teachers of English in specific ELT methodological matters.

BUP/COU Inspectorate

BUP/COU inspectors have a dual role:

1. as general inspectors with administrative duties. They inspect the schools allotted to them to check that Ministry regulations are met.

2. as specialist inspectors with advisory duties in the area of their speciality. They visit the specialist departments allotted to them and meet the teachers of their specialist subject for a general discussion, normally directed to administrative and organizational requirements rather than to ELT methodology. Only teachers on probation are visited in their classrooms.

The appointment of EFL inspectors for secondary schools dates from 1976. In that year eight regional inspectors of secondary English were appointed. Four more have been appointed since.

BUP/COU EFL Inspectors (1983/84)

Madrid	3
Cataluna	2
Andalucia	2
Extremadura	1
Asturias	1
Galicia	1
País Vasco	1
Valencia	1

FP Inspectorate

There is no FP Inspectorate. Inspection of FP centres is carried out by an administrative body of coordinadores.

Reform

A reform of the Inspectorate is under discussion at the moment.

Syllabuses at Primary and Secondary Levels

The responsibility for syllabuses at primary and secondary levels in the state and private sectors throughout the country is controlled centrally by the Ministry of Education. The dates of publication of the current syllabuses were:

EGB

Ciclo Inicial	1981 (Jan 17)
Ciclo Medio	1982 (Feb 12)
Ciclo Superior	1977 (Dec 10) an amplification of the 1971 syllabus
BUP/COU	1975 (April 18)
FP	1976 (April 12)

See Section 6 for details of the curriculum reform which is currently under discussion.

Textbooks and Other Teaching Materials at Primary and Secondary Levels

Ministry Approval of Textbooks and Other Teaching Materials

Approval of textbooks and other teaching materials for primary and secondary levels in both state and private sectors is also centrally controlled by the Ministry of Education, which lays down regulations on the content and the maximum price. Publishers seeking approval must submit three typed copies of materials to the Subdirección General de Ordenación Educativa by 1 January of the year in which the materials are to be first used. These textbooks are examined by a committee designated by the corresponding Subdirección General de Ordenación Educativa within the Dirección General de Educación Básica or Enseñanzas Medias, and approval is granted or modifications suggested. Lists of approved books are then published by the Ministry. The education authorities have had practically no involvement in the production of textbooks or other teaching materials in recent years. Research departments have little influence on the production and distribution of teaching materials for English.

Choice of Textbooks

The responsibility for choosing textbooks lies with the teaching staff of each school, in theory after discussion with Parents' Associations. In the vast majority of EGB schools the textbooks for teaching English are chosen from officially approved lists. Until 1983 this was not the case in secondary schools where in many cases non-approved books, normally British-produced, were used although an approved book appeared officially to be in use. In 1983 most of the British-produced textbooks in unofficial use, mainly communicatively based, were granted official approval.

Examinations and Assessment at Primary and Secondary Levels

UK-Based Examinations

No UK-based examinations in English are taken in Spanish schools as part of the educational system.

EGB/BUP/FP

There are no public (national, regional or local) examinations at the end of EGB, BUP or FP, which would set a national standard to be expected in EFL at these levels. Continuous assessment and five tests a year form the basis for evaluation, and English has the same importance as any other subject which is a formal requirement for progress within the educational system. There is no official control over tests set at schools; they are prepared by the teachers themselves, sometimes under the supervision of the head of department. There is no guidance from the Ministry on testing principles and procedures.

COU

During the COU year continuous assessment and three end-of-term tests form the basis for evaluation. Success in a foreign language has now been made an entry requirement for university. For the public university entry examination, the Pruebas de Selectividad - set for the first time in June 1975 - includes an FL exam. The reasons given by Ministry of Education authorities (November 1983) for the inclusion of an FL exam are:

> 'At the University it becomes clearer each day that a foreign language is essential for reading bibliography which has not been translated into the

mother tongue, for keeping necessary professional contacts abroad, and as an integral part of a University education'.

In-Service Teacher Training (IST) for Primary and Secondary Teachers

In general over the years IST for teachers of English has followed a haphazard, unsystematic pattern, lacking a coherent sequential programme with coherent objectives. No systematic research has been undertaken to identify IST needs and the courses offered have therefore been highly untargeted. Teachers are well aware of their need for training in current teaching techniques and show unflagging interest and willingness, in spite of a certain degree of scepticism as to the possible improvement of IST programmes.

Training in Spain

a. Until the end of 1983 the Ministry department responsible for the formulation of teacher training policy - the National Institute of Educational Sciences, Instituto Nacional de Ciencias de la Educación (INCIE) in the 1970s, the Subdirección General de Perfeccionamiento del Profesorado (SGPP) since 1981 - acted as an administrative centre which entrusted the execution of Ministry-sponsored IST activities in all subjects of the curriculum for primary and secondary teachers to the network of ICEs. In 1969 ICEs were created as education departments assigned to twenty-nine major universities throughout Spain, to operate at district level. They have since offered sporadic, unconnected courses for teachers of English during the school year and in the summer. The ICE pattern of IST has lacked proper evaluation and adequate follow-up, has not provided the systematic training measures needed in a situation of increased demand and has failed to meet teachers' expectations.

This has led to the growth of certain professional self-help initiatives at the grass roots, among the teachers themselves. Most of the teachers' groups initiated in this way have gone under the name of Seminarios Permanentes (study groups dedicated to professional development). Teachers participate voluntarily in Seminarios Permanentes (SPs) and organize activities which they themselves identify as relevant for their own needs. They meet regularly for professional discussions, workshops and short courses for which 'experts' are often invited.

The need for improving the teaching of FLs in Spain through IST is widely recognized at official levels. The new authorities in the SGPP, who hold the view that ICEs have not been effective, are gradually developing a new teacher training policy, the main features of which are:

- withdrawing support for the ICEs, which are each funded solely by the relevant institute
- supporting teacher-led movements of educational reform such as Seminarios Permanentes, Movimiento de Renovación Pedagógica (MRP), Centros de Investigación y Renovación Educativa (CEIRES), created in 1983 as part of a policy of encouraging the involvement of teachers in changes which will affect them directly
- creating a network of teachers' centres (Centros de Profesores, CEP) throughout the country; the first thirty-one started functioning in February 1985. The network will expand in 1985-86

- revising and implementing a national teacher training policy, and adopting the general strategy for educational reform throughout the educational system; this will involve, as a major priority, the selective training of key teachers

- as far as ELT is concerned, setting up a curriculum development unit with a nationwide brief to determine priorities and targets for teacher training, and to promote and co-ordinate relevant teacher training measures.

b. In addition to the activities described above, there are other modes of IST in Spain. They are, briefly:

The Royal Society of Arts Diploma for Overseas Teachers of English (RSA DOTE)

Courses for Spanish teachers leading to this qualification (no longer a certificate) are offered by the Madrid and Barcelona British Council Institutes. Since their inception (Madrid in 1978 and Barcelona in 1980), a total of twenty-nine teachers from BUP, COU, FP, Escuelas Universitarias de Magisterio and Escuelas Oficiales de Idiomas have obtained it. A number of these teachers have formed three groups, 'Aula de Inglés', 'Didactos' and 'Asociación de Profesores de Inglés' (API), which are actively taking part in the organization of teacher training activities. The 'Aula de Inglés' group are also involved in the publication of a magazine called Aula de Inglés. The Ministry is studying the possibility of granting the RSA diploma some form of official recognition.

International House Teacher Training Activities

International House, in Barcelona and Madrid, runs:

- four-week teacher training courses leading to the International House Teacher Training Institute certificate (ITTI)

- regular seminars and discussion groups.

Training in the UK

Short Term Training

British Council/SGPP Joint Scheme for Summer Courses

In the two years 1982 and 1983 a total of 310 teachers from all levels attended specially designed courses (jointly funded by the British Council and SGPP) at various institutions in Britain. In 1984 the funds for this scheme were used differently to train a larger number of teachers in Spain, with small numbers of key teachers and teacher trainers undergoing short training in the UK. Thus in July 1984 a total of fifty such teachers attended specially designed courses at institutions in Britain.

British Council Summer Schools for Teachers of English

Twenty Spanish teachers attend the Council's summer schools for teachers of English every year, making use of Council grants which cover half the cost of course fees.

Full-Time Training

Every year the British Council awards scholarships or bursaries for people connected with ELT for one year of postgraduate work in the UK (see Section 8).

Tertiary Education

General

As shown in the chart at the beginning of this Section, tertiary education is divided into three cycles. The first (three years), leading to a diploma, 'diplomado universitario', is provided at universities and escuelas universitarias. The second (two years), leads to a degree, 'licenciado o ingeniero'; the third (two years), leads to a doctorate degree, 'doctor'. The second and third are provided only at universities.

In Departments of English Philology

Twenty universities in Spain have Departments of English Philology within the Faculties of Philosophy and Letters. Most of these Departments provide the three cycles, but a few only provide the first.

Ninety per cent of English philology students at the Madrid Complutense are women. English is still widely considered 'a woman's subject', and not a suitable degree for a son.

English Outside Departments of English Philology

English is part of the syllabus in many university faculties and technical schools, such as Economics, Medicine, Engineering, Architecture, but there is no central service ELT Department in any of them.

The huge number of students, added to limited hours and resources, makes it difficult to achieve high standards. In many faculties and technical schools methodology depends heavily on translation from English to Spanish. Very little teaching of English for Specific Purposes is done.

A minority of the university students outside English Departments have sufficient knowledge of English to make effective use of publications in English.

A basic reading knowledge of English is essential for university students in Departments like Economics, Medicine, Sociology and the Sciences, as much of the most valuable material has not been translated. Some departments, e.g. Economics at Madrid Complutense, have a small library of books in English available for loan and reference.

Distance Education at Tertiary Level: UNED

Distance education at tertiary level is provided by the Universidad Nacional de Enseñanza a Distancia (UNED). It offers three distinct types of English language teaching:

1. in-service training for primary school teachers, the PRONEP scheme (see above)

2. English language and literature tuition for UNED undergraduates of the Faculty of Philology English Department (first cycle only)

3. English language tuition for students in the pre-matriculation access year, Curso de Acceso Directo a la Universidad.

Non-University Officially Sponsored Teaching of English to Adults

Escuelas Oficiales de Idiomas (EOIs)

There are twelve Escuelas Oficiales de Idiomas (official government schools of languages - EOI) in Spain, dependent on the Dirección General de Enseñanzas Medias. The first EOI was created in Madrid in 1910, the others have been created in the provinces in the last twenty years. These schools teach only languages, the following of which can, in theory, be studied: English, French, German, Italian, Portuguese, Arabic, Romanian, Russian, Chinese, Japanese, Spanish as FLs.

The required minimum age is 14 years. EOIs have 'official' students who are registered and attend classes, and extra-mural students who are admitted to final exams. Their fees are very low - pta. 1,700 for a whole year's tuition.

Courses at EOIs are four years long. Theoretically at the end of these four years students can sit an exam which will grant them a Certificado de Aptitud (Certificate of Aptitude) in the language studied. In practice, though, most students need an extra one or two years' study to pass this exam, which is, for English, between the standards of the Cambridge First Certificate in English and Certificate of Proficiency in English.

In the near future, EOIs will set up a level II programme, consisting of three years' training, for translators and interpreters. After passing the corresponding exam a diploma will be granted.

Except for a few teachers who joined before the present requirements were introduced, EOI English teachers hold university degrees, mainly in English philology. There are two types of teacher: temporary teachers with contracts lasting one year, and permanent teachers who have passed a competitive exam.

The responsibility for choosing textbooks lies with the heads of departments at each EOI.

Generally, EOIs are not lavishly equipped. In most of them, blackboard and chalk are the only resources found in classrooms.

Television, Radio, Distance Learning

Television

On 3 October 1983 Spanish television started broadcasting the Follow Me BBC English series on the second channel at 19.15. There are five 15-minute sessions a week.

Audience figures are reported to be 4½ million.

Radio

The Follow Me course was first broadcast on 14 November 1983 by Radiocadena Española (RCE) Mondays to Fridays at 19.05 as a collaboration scheme with

Televisión Española (TVE). Their objective was to enable those who follow the TV series to do revision work through the radio programme. Audience figures: 2½ million.

Follow Me is also broadcast by Radio Nacional de España (FM Radio 3) on Mondays, Wednesdays and Fridays at 18.45.

Follow Me/Cambridge PET Examinations

The University of Cambridge Local Examination Syndicate (UCLES) is running a special Follow Me version of the Preliminary English Test (PET), published for followers of the series, under the supervision of Radiocadena Española.

Distance Learning

This has already been covered.

The Teaching of Literature

Literature is not studied at primary or secondary schools for the sake of literary appreciation or criticism but, in the few cases it is done, for language study.

In university Departments of English the subject of English and American literature is taken in the third, fourth and fifth years. The great majority of PhD theses are on literature.

In some English Departments the teaching of literature is heavily biographical. With novels the emphasis is on plot. The fact that only a few English Departments have a language qualification as an entrance requirement means that teachers sometimes recommend students to read texts in translation. Finals tend to concentrate on facts, rather than getting to grips with a text.

See Section 3 for associations and publications in this area.

3. TEACHERS OF ENGLISH

British and Other Expatriate Teachers of English

Nearly all the English language teaching staff in state primary and secondary schools and Escuelas Oficiales de Idiomas are Spanish, but a large number of British and other expatriate teachers of English work in private language schools, English-medium schools, other private schools and in private tuition. It is impossible to ascertain the exact number of such teachers.

A number of British and American teachers also work in the Spanish universities, superior technical schools and Schools of Architecture. The British Council subsidizes British lectors in several Spanish University English Departments by topping up their university salaries (see Section 8).

Spanish Teachers of English

Their numbers, initial training, and in-service training were all dealt with in Section 2.

Supply of Teachers

In the state sector the supply of teachers continues to be under strength at the EGB level. At secondary level, on the other hand, the supply meets the demand.

In the private sector, due to the extremely large and expanding market, demand outstrips the supply.

Professional Organizations for Teachers of English

The main professional organizations for language teachers are:

Asociación Asturiana de Profesores de Lenguas Extranjeras (AAPLE)
Asociación Isleña de Profesores para la Renovación Educativa (AIRE): Grupo de Inglés, Baleares
Asociación de Profesores de Inglés de Almería (Blanco White)
Asociación de Profesores de Inglés de Galicia (APIGA)
Asociación de Profesores de Inglés de Granada (GRETA)
Teachers of English Association, Canaries (TEA)
Asociación de Enseñantes de Inglés de la Región Murciana (APIMU)
Asociación Española de Linguística Aplicada (AESLA)
Asociación Española de Estudios Anglo-Norteamericanos (AEDEAN)
Asociación de Profesores de Inglés, Madrid (API)
Didactos, Madrid
Aula de Inglés, Madrid
Grupo Pygmalión, Madrid
Colegio de Doctores y Licenciados (CDL)
TESOL Spain
Shakespeare Institute, Valencia

These organizations offer a wide range of short courses, quite often with British Council support; organize symposia, and publish journals. About fifty Spanish teachers are members of the International Association of Teachers of English as a Foreign Language (IATEFL).

Recent Literature and Language Conferences

The following conferences took place in 1984-85:

- IV Encuentro Internacional de Profesores de Inglés, organized by CDL, Madrid, 17-21 September 1984.

- I Congreso de la Asociación de Enseñantes de Inglés de la Región Murciana, organized by APIMU, Murcia, 25-26 September 1984.

- VIII Congreso de AEDEAN, organized by AEDEAN, Málaga, 18-21 December 1984.

- II Jornadas de la Sociedad Canaria de Profesores de Inglés, organized by TEA, Las Palmas de Gran Canaria, 23-26 January 1985.

- IV Jornadas Pedagógicas para la Enseñanza del Inglés, organized by Universidad Autónoma de Barcelona, Barcelona, 21-23 February 1985.

- XIV Semana Cultural Inglesa-Norteamericana y de Metodología de la Enseñanza del Inglés, organized by Universidad de Oviedo, Oviedo, 25 February - 1 March 1985.

- I Seminario Hispano-Portugués sobre Enseñanza del Inglés, organized by Ministry of Education, Spain, with the collaboration of Ministry of Education, Portugal, Jarandilla (Cáceres), 4-7 March 1985.

- English Language Week, organized by Escuela Oficial de Idiomas de Madrid, Madrid, 20-26 March 1985.

- Anglo-American Week, organized by Universidad de Deusto (Bilbao), Bilbao, 16-19 April 1985.

- III Congreso de AESLA de Linguística Aplicada, organized by AESLA, Valencia, 17-20 April 1985.

- VIII Annual TESOL Spain Convention, organized by TESOL Spain, Barcelona, 3-5 May 1985.

- Council of Europe Workshop 5: Modular Communicative Syllabus Design and Methodology, organized by Council of Europe and Ministry of Education, Spain, Madrid, 5-10 May 1985.

- III Encuentro de Profesores de Lenguas Extranjeras de Asturias, organized by AAPLE, Oviedo, 10-11 May 1985.

- I Jornadas Didácticas de la Asociación de Profesores de Inglés de Galicia, organized by APIGA, Santiago de Compostela, 16-18 May 1985.

- I Jornadas Pedagógicas de Profesores de Granada, organized by GRETA, Granada, 3-5 June 1985.

4. MATERIALS SUPPORT

ELT Materials

Availability

A wide range of ELT materials, produced in both Spain and the UK, is available. A large number of Spanish publishers produce ELT materials for primary and secondary school level and five of the major ELT publishers in the UK have permanent resident representatives in Spain. British ELT textbooks are widely used throughout the education system. Bookshops in most of the major towns stock ELT materials.

There already exists a large market for textbooks, the market for audio cassettes is expanding and a market for video cassettes is now opening up for home and institutional use.

Supplies in Schools and Other Institutions

In primary and secondary schools the textbook is the staple support. Simplified readers are quite widely used in secondary schools as well. Both primary and secondary schools, on the other hand, suffer from a shortage of hardware. Video is slowly coming into schools. Cassette recorders are available but often of poor quality; the use of audio and video cassettes at schools is therefore limited at the moment. Institutions at other levels of the education system, and commercial language schools, are as a whole better equipped and make use of a wider range of audio-visual material.

British Teaching Materials

British teaching materials which are widely used include:

Textbooks: Access series (OUP); Strategies series (Longman); Contact 1 and 2 (Heinemann); Streamline series (OUP); Kernel series (Longman); Encounters and Exchanges (Heinemann); New Incentive (Nelson); First Things First, Follow Me, Track, and Sam on Radio 321 (Longman).

Tapes: All that refer to the textbooks listed above.

Readers: Longman and Heinemann Readers.

ELT Material Needed But Not Available

There is an acute shortage of adequate teaching materials for the EGB years, targeted to the beginners in the 11-14 age group. This refers mainly to textbooks, readers and audio materials, but in the near future there will be a demand for video materials as well.

Non-ELT Books

Books in English in Bookshops and Libraries

Bookshops in the main towns and tourist areas stock non-ELT books in English but their selection is not very wide. There are exceptions, however. In Madrid, for instance, the Turner Bookshop has an English section with a wide selection of fiction, poetry and criticism. In 1984 Turner had an excellent display of all the books chosen in Ninety-Nine Novels - The Best in English since 1939 by Anthony Burgess, to coincide with its publication.

Availability in libraries is limited to certain universities, to the British Council libraries in Madrid, Barcelona, Valencia, Seville, Granada and Bilbao and the Washington Irving Library in Madrid (mainly American authors). There are smaller stocks in other libraries such as Biblioteca Nacional, Fundación Pastor, Instituto Internacional, etc.

English Literature in Translation

Shakespeare and almost every other poet of distinction is available in some sort of translation, often in a bilingual edition. The Shakespeare Institute at Valencia University has published some fine translations and plans to translate all the plays. Dylan Thomas is available in Castilian and Catalan, Ulysses in Catalan. The following authors have a substantial quantity of their work translated into Spanish: Amis, Isherwood, Defoe, Maugham, Green, Fowles, Wells, Wilde, Sillitoe, Jean Rhys, Henry James, Lowry, Burgess, Conrad, Huxley, Golding (over 100,000 copies sold of El Señor de las Moscas), Lawrence, Forster, Lessing, Rushdie, Waugh, Orwell, Naipaul. Le Carré always does well. Tom Sharpe is now being pushed. There is no Trollope. A Middlemarch translation is due soon. Dickens is available, there are different versions of the favourite novels, while others, like Bleak House, have never been translated. One of the bestsellers of 1984 was Midnight's Children.

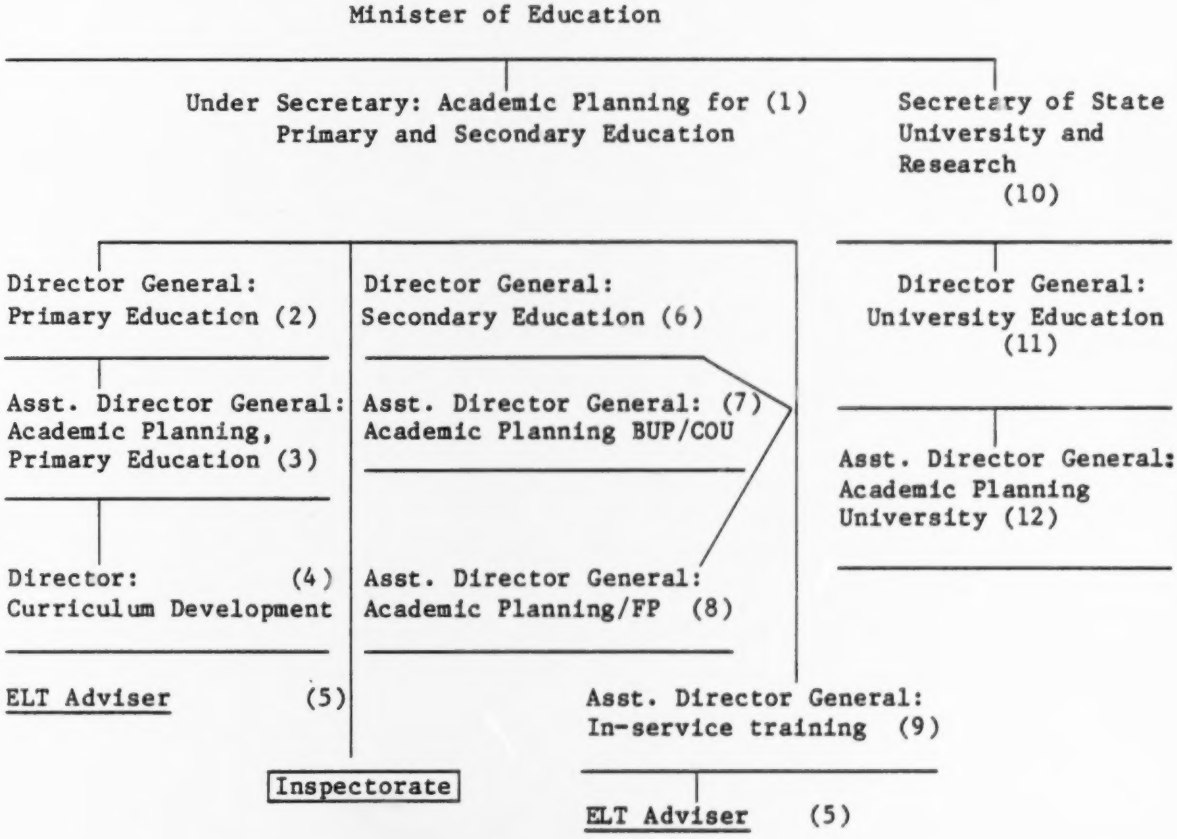
The big publishers of translations from English are Lumen, Alfaguara and Bruguera; also Argos Vergara. Alianza do a tiny bit of fiction (British) but

are more interested in British non-fiction e.g. Penguin Guides to Literature. There is a clear demand for the translation of British middle-brow fiction (e.g. Sharpe, Le Carré).

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Key Posts

No one section of the Ministry of Education has a specific responsibility for the teaching of FL. Below is an organogram of the key posts in the Ministry with some responsibility for, or significant involvement in, English language teaching:


Minister of Education
Under Secretary: Academic Planning for Primary and Secondary Education (1)
Secretary of State University and Research (10)
Director General: Primary Education (2)
Director General: Secondary Education (6)
Director General: University Education (11)
Asst. Director General: Academic Planning, Primary Education (3)
Asst. Director General: (7) Academic Planning BUP/COU
Asst. Director General: Academic Planning University (12)
Director: (4) Curriculum Development
Asst. Director General: Academic Planning/FP (8)
ELT Adviser (5)
Asst. Director General: In-service training (9)
Inspectorate
ELT Adviser (5)

(1) Subsecretario de Ordenación Educativa
(2) Director General de Enseñanza Básica
(3) Subdirector General de Ordenacioń Educativa (Basica)
(4) Director del Servicio de Planes de Estudios
(5) Asesor de Inglés
(6) Director General de Enseñanzas Medias
(7) Subdirector General de Ordenacioń Educativa (Bachillerato)
(8) Subdirector General de Ordenacioń Educativa (Bachillerato)
(9) Subdirector General de Perfeccionamiento del Profesorado
(10) Secretario de Estado de Universidades e Investigación
(11) Director General de Ordenación Universitaria
(12) Subdirector General de Ordenacioń Educativa (Universitaria)

The Education Counsellors (Consejeros de Educación) in each of the seventeen autonomous communities have varying degrees of responsibility for education in

the corresponding regions and therefore, to a certain extent, for the teaching of FL.

Ministry of Education and Autonomous Communities

At the time of writing the extent and nature of Ministry control varies widely in the seventeen autonomous communities which, under the new devolution plans, are being granted responsibility for education. Six autonomous communities (Catalonia, Basque Country, Galicia, Andalusia, Valencia and the Canaries) have already been granted full competence over educational matters. The others will follow in the next few months.

The pattern for the future is that the Ministry will maintain control of general policy and curriculum development in primary and secondary education. Implementation of these will be in the hands of Education Counsellors in each autonomous community. As each university is autonomous (1983 University Reform Act: LRU, Ley de Reforma Universitaria), the Ministry has no authority to determine or influence language teaching policy or curriculum in the universities.

Educational authorities in the major autonomous communities are showing a very keen interest in foreign language policy and in the raising of standards of foreign language teaching. The pattern of foreign language education in each autonomous community can be expected to vary according to the emphasis given to vernacular languages and local/regional needs.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

The Education System

Origins

As in most European countries the history of education in Spain is a history of the conflict between Church, state and liberal opinion. One event which had considerable influence on twentieth-century Spain was the founding of the Institución Libre de Enseñanza in 1875 by a group of professors who had been dismissed by the state authorities. This was a free university dedicated to the idea of non-official, non-dogmatic education, and produced most of the leading figures in Spanish intellectual and political life in the 1920s and 1930s. Its ideas came to be closely associated with the educational reforms of the 1930s, which were put to an end by the nationalist victory in the Civil War.

After the Civil War, with the victory of General Franco, education was placed more firmly than ever in the hands of the Church, and there followed a period in which educational trends developed at a slow pace, based on an authoritarian, intolerant model. Some of the more positive aspects of those years included an incipient primary school building programme, an attempt in the Bachillerato Técnico to deal with the lack of technical education, an effort to tackle the problem of adult illiteracy, and the foundation of the universidades laborales (workers' universities).

Education Acts

The General Education Act of 1970 (a Ten-Year Plan) was an attempt to achieve

greater integration in the country, and break down social and economic barriers which had derived from the existing elitist system. The new Act was formulated by Spanish experts with the aid of three UNESCO advisers. The motive force came from the educational and technological needs of economic progress and social change. Many of the educational ideas put forward earlier as a result of the pioneer work of the Institución Libre de Enseñanza were revived, although its contribution was not acknowledged.

The Act reflected a compromise over major issues: the tension between government and private schools; the rights of the state, the Church and the consumer; the struggle against illiteracy and discrimination; and fundamental questions of ideology.

In 1984 after prolonged and arduous controversy, mainly from religious sectors, a new Education Act was passed (LODE: Ley Orgánica del Derecho a la Educación - Right to Education Act) under the new Socialist government (elected in October 1982).

The LODE is the Ministry of Education and Science's statutory provision for the development of those principles which refer to educational matters, that were laid down in the 1978 Constitution. These principles are:

- Right to education

- Freedom of education (libertad de enseñanza)

- Parents' right to choose the religious and moral instruction they prefer for their children

- Teachers' right to freedom of opinion in their teaching activity (libertad de cátedra)

- Freedom to create schools

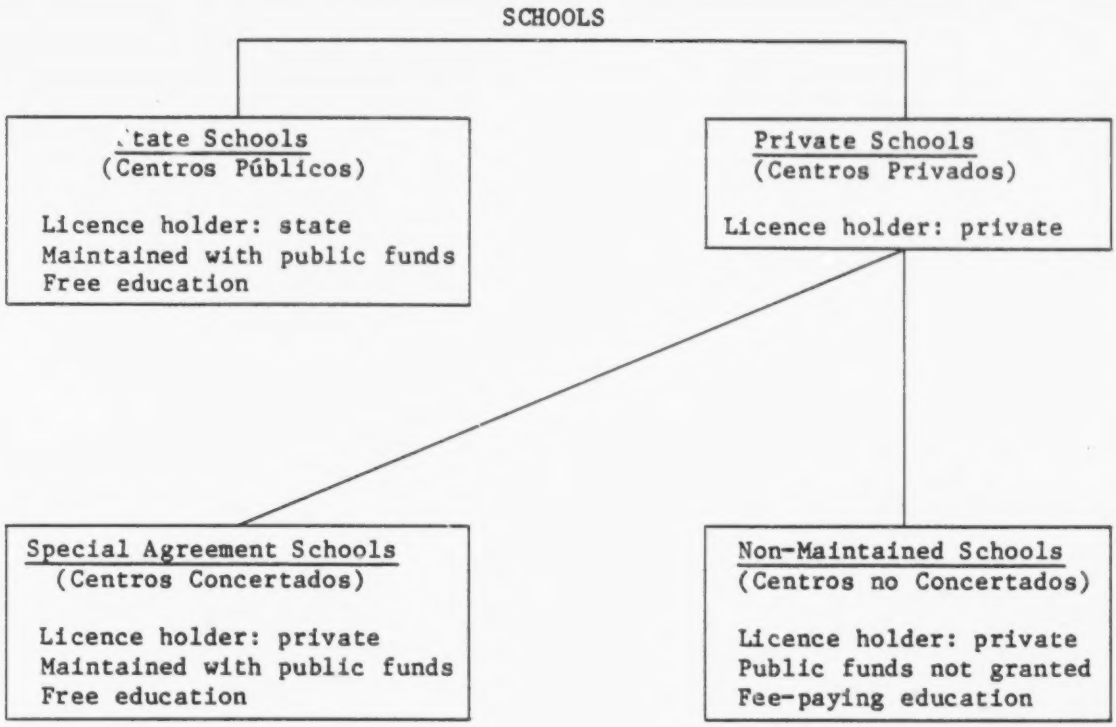
- Government's responsibility for an educational programme which ensures a school place for every citizen

- Ensuring the participation of teachers, parents and students in the control and management of schools maintained with public funds.

The Act sets out the following objectives of education:

- full development of students' personalities
- training geared to respect fundamental rights and liberties within democratic principles
- acquisition of intellectual and work habits
- transmission of scientific, humanistic and aesthetic knowledge
- training for the exercise of professional activities
- preparation for active participation in the social and cultural life of the country
- training geared to the maintenance of peace, co-operation and solidarity between peoples.

The Act also sets out the general school categories detailed below and makes provision for each of them.



The Act is implemented by the autonomous governments which have competence over educational matters except those which are determined by the central government, namely:

- general planning and co-ordination of the educational system
- approval of the basic content of education
- approval of regulations for obtaining academic and professional certification valid throughout the country
- duties of the national inspectorate.

Present Trends

The attention of the education authorities is currently focused on raising the qualitative standards of teaching. The areas receiving renewed attention are curricular reform and teacher training.

Curricula throughout the system are currently under revision (see Section 2). Basic compulsory education will soon be extended to the age of sixteen, the division between BUP and FP thus being postponed until that age. There are plans for a radical reform of pre-service training by creating university departments with responsibility for preparing teachers for both primary and secondary education (see Section 2).

The new in-service teacher training policy gives great importance to teacher-generated activities. Central to this policy are the plans for the creation of a network of Teachers' Centres (CEP) throughout the country; the first thirty-one started functioning in February 1985. These centres, based on the British model, have been designed to support curriculum development and innovation, and will make statutory provision for teacher involvement through representatives elected to the management board.

Teaching of English

A combination of social, economic and political pressures during the last ten years has resulted in an increased demand for provision of English teaching at all levels. Two of the objectives for FL study, mentioned in different Ministry documents of this period, are:

- to prepare students, through FL study, to become familiar with and appreciate the culture of other countries

- to contribute to the complete training and development of students' personalities through the study of a foreign language. Learning one is a way to gain access to a new culture, and to ways of thinking, acting and living which are different from ours, and which we can incorporate into our own experiences, our own selves.

7. ENGLISH OUTSIDE THE EDUCATIONAL SYSTEM

Private Commercial Language Schools

There is a very heavy demand by the general public for English classes, and large numbers of students attend the classes offered by commercially run language schools in most major towns in Spain. These schools range from centres which maintain high standards, employ fully qualified teachers and meet all local legal requirements, to exceedingly bad schools employing unqualified teachers, frequently on an illegal basis.

There is a Spanish association of private language schools - Federación Española de Centros de Enseñanza de Idiomas (FECEI) - and there are also associations of language schools in Madrid - Asociación de Centros de Enseñanza de Idiomas de Madrid (ACEDIM) - and in Catalonia and Baleares (Asociación de Centros de Enseñanza de Idiomas de Catalunya y Baleares).

They normally provide English for general purposes, mainly at the beginning and intermediate levels. A small percentage of these schools offer commercial English. English literature is not, in general, included in their curricula.

International House, the only organization with a British parent body, has centres in Madrid, Barcelona, Santander, San Sebastian, Bilbao, Pamplona, Córdoba, Huelva and Valencia.

Big chains such as Berlitz, Inlingua, Linguarama and Assimil have centres in the major towns in Spain.

Large Companies and Other Organizations

Some of the larger companies in Spain and other organizations, such as Ministries, offer in-house English courses, run by commercial language schools or by teachers attached to their personnel departments.

Private English-Medium Schools

An Association of British Schools in Spain was created in 1977. The British Council liaises with this Association and is responsible for inspecting English-medium schools throughout the country.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

British Council Specialist ELT Staff

The Council runs British Institutes in Madrid, Barcelona, Valencia and Granada, and a British Council School in Madrid. The Granada Institute opened in April 1984. The British Institute opened in summer 1985 in Bilbao and that in Palma de Mallorca in autumn 1985.

British Council Institutes - Direct Teaching of English (DTE Activity)

General

Council DTEOs fulfil a need for quality English teaching not yet provided for in the state sector of education. Nevertheless, during the last two or three years a marked improvement in the standards of new student intakes has appeared. Possible reasons for this are that English lessons throughout primary and secondary education, as well as the courses in the UK that are taken by a large number of students, are starting to have an overall effect.

Literature Classes

Madrid offers four 5-hour-per-week literature classes with an enrolment of thirty-five students. Barcelona offers one literature class. Valencia offers literature classes only at CPE level (Cambridge Certificate of Proficiency in English). There are no literature classes in the Granada Institute.

Off-Site Courses

The Madrid Institute runs three off-site courses: a European Community course for Spanish officials offered at the Diplomatic School, a course for medical staff at the Provincial Hospital and a course for researchers at the Consejo Superior de Investigaciones Científicas (CSIC).

British Council Schools

Day School

Some 850 children, principally of Spanish origin, from the age of five upwards (at present to age sixteen) receive a bilingual general education that follows the lines of a British curriculum, and is taught primarily through the medium of English. Expansion over 1984/85 and 1985/86 will take students up to university entrance.

DTE Evening School

The British Council school runs a DTE evening school for children aged fourteen to seventeen. An average of 640 students were enrolled in the period September 1983 to June 1984. Preparation is offered for Cambridge First Certificate of English (FCE) and CPE Examinations, Oxford Examinations in English as a Foreign Language, Institute of Linguists Examinations and London Chamber of Commerce Examinations. Preparation for A-level English, A-level Economics and A-level History is also offered. An intensive course (4½ hours x 5 days) was run for the first time in July 1984.

Teachers' Centre

See below.

British Council Teacher Training Activity

Short In-Service Courses

In recent years the Council staff from Madrid, Barcelona and Valencia have collaborated in a yearly average of fifteen short in-service courses organized at various venues by Seminarios Permanentes, ICEs, CEIRES and other professional organizations. In February 1985 the Council began a collaboration with the just-created CEP network (see Section 2).

Intensive In-Service Courses

In recent years the Council has supported the following intensive summer courses for teachers:

Year	Venue	No. of Courses	Duration	Residential
1981	Madrid	1	2 weeks	Yes
1982	Jarandilla (Cáceres)	1	"	"
1983	Huelva	1	"	"
1984	Huelva	1	"	"
"	Huesca	4	"	"
"	Santiago de Compostela	1	1 week	No
"	Zaragoza	1	1 week	"
1985	Almería	1	3 days	"
"	Valencia	1	4 days	"
"	Madrid	1	1 week	Yes
"	Huesca	2	2 weeks	"
"	Gijón	2	"	"
"	Jarandilla (Cáceres)	1	"	"
"	Tenerife	1	"	No

Longer In-Service Courses

- RSA DOTE Courses - see Section 2.

- Outside Council Courses - see below.

  Language Training for EGB Teachers in Madrid

  At the end of every student registration period in the Madrid Direct Teaching of English (DTE) any unfilled places are offered free to EGB teachers. Since July 1981 EGB teachers have benefited from 360 such places.

  Participation in Symposia and Conferences

  Council staff from Madrid, Barcelona and Valencia participate regularly in symposia and conferences run by professional organizations. In 1983/84 they participated in all the events listed in Section 3, with the exception of the AAPLE Conference and the Symposium on American Studies.

ELT Lectures and Workshops

ELT lectures and workshops for teachers are held regularly in the four Council Institutes. These provide a showcase for British expertise in English language teaching and are often supported financially by major British publishers, who frequently cover the costs of visiting lecturers. These activities are not closely targeted and audiences tend to be mixed, particularly in Madrid.

Teachers' Centre in Madrid

A Teachers' Centre for teachers of English, the Teachers' Resource Information Centre (TRIC), started functioning in April 1985 at the British Council school. This Centre is open to all Spanish teachers of English who may wish to use it. It contains a reference collection of books and other material of relevance to Spanish teachers of children in the ten- to fifteen-year-old range. The persons manning the TRIC offer advice, not only on what is in the reference collection but also on specific teaching problems, techniques or materials, to individual Spanish teachers who come to the Centre. TRIC will, in a sense, function as a 'clinic'. It is expected that in addition to its regular function special events, workshops or seminars will be arranged.

Council-Employed ELT Staff Outside Council Centres

The Teacher Trainer in Madrid is available to support the Subdirección General de Perfeccionamiento del Profesorado in connection with the jointly funded teacher training programme, and has collaborated closely in carrying out teacher training.

Two ELT staff in Barcelona give the methodology component of the course (about 100 hours) for fourth- and fifth-year undergraduates at the English Department of the Universidad Autónoma de Barcelona.

Council-Sponsored ELT Staff Outside Council Centres

The Council subsidizes the salaries of six lectors in the English Departments of the following Spanish universities: University of the Basque Country, Málaga, Barcelona, Santiago de Compostela, Murcia and Sevilla. Council-sponsored lectors at these universities are actively engaged in teacher training programmes and have mounted a number of short courses for teachers in their respective areas.

Council Support for Teacher Training in Britain

See above and in Section 2.

Other British Council ELT Activities

Cultural Activities

The Madrid, Barcelona and Valencia Institutes run regular evening programmes of cultural activities. They include lectures on English literature and other general topics specially related to UK life and institutions, feature films, documentaries, music recitals and folk singing, as well as ELT lectures and

workshops for teachers. These activities are held five times a week in Madrid and Barcelona, and twice a week in Valencia. Average attendance is around fifty in all three Institutes.

Inspection

Inspection visits to Cambridge Syndicate Centres, GCE Centres and English-medium schools are carried out by Council staff.

Advisory Work

Besides the advisory work done by the Madrid Teacher Trainer, authorities from the Ministry of Education and the governments of the autonomous communities occasionally seek advice from Council staff, primarily on matters related to teacher training courses and curriculum development. Advice from Council staff is also sought quite frequently by other groups organizing teacher training courses, symposia and conferences.

British Council-Sponsored Exchanges

The number of ELT links and scholarships, and specialist tourists concerned with English studies for 1983/84, were:

	Scholarships	Specialist Tourists	ELT Links
Madrid	4	11	2
Barcelona	1	5	1
Valencia	1	3	1
TOTAL	6	19	4

See Section 2 for further information.

Other Visitors

London and Bangor trainees

Trainees from the London University Institute of Education and the University College of North Wales School of Education (Bangor) do a six-week teaching practice period in Madrid, in preparation for postgraduate certificates in TEFL.

Assistants

Every year on a reciprocal basis (the United Kingdom is currently offering 160 places) some 150 British students from the Spanish departments of universities work for a year in Spanish primary and secondary schools and escuelas universitarias. The Central Bureau for Educational Visits and Exchanges (CBEVE) is responsible for organizing these exchanges.

Post-to-post exchanges

The Departamento de Intercambios Culturales y Cooperación Internacional in the Ministry of Education, together with the Central Bureau for Educational Visits and Exchanges, offers an average of six post-to-post exchanges per year. Under this scheme, British teachers of Spanish spend between one and three terms teaching English at a Spanish school while their Spanish counterparts do the equivalent in Britain.

British Nationals Teaching English Outside Council Centres

See Section 3.

Recent Regular Literature and Language Conferences

See Section 13.

Teaching Materials Widely Used

See Section 4.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

At present no special funds are earmarked on the American side for assistance to ELT; there is no ELT Officer for Spain, any assistance being dealt with by the Cultural Attaché's Office. This policy is now under revision (see below).

There is an American Cultural Centre in Madrid (Centro Cultural de los Estados Unidos), which is directly run by the US Government, and one in Barcelona (Instituto de Estudios Norteamericanos), which is an independent binational centre. The teaching of English at the Centre in Madrid is organized and conducted by the Asociación Cultural Hispano-Norteamericana (ACHNA). The total enrolment for the year 1983/84 was 9,225 in Madrid and 22,024 in Barcelona.

The University of Southern California also provides TEFL courses at the International Institute in Madrid. The total 1983/84 enrolment was 550.

The American-based TESOL Association formed TESOL Spain in 1978. TESOL holds popular annual conferences and regional workshops. Its involvement in teacher training is growing.

There were three Fulbright American Studies lecturers teaching at Spanish universities in 1983/84. Four are budgeted for in 1985.

Anglo-American Co-operation

Relations between the Americans and British in ELT are good, but co-operation is limited to participation by Council staff in the TESOL Spain annual conference, and an occasional American contribution to the RSA courses run by Madrid Council staff. An American speaker received a travel grant from the US-Spain Joint Commission to participate in the British Council/Ministry of Education Conference in Madrid in April 1984.

Potential for Greater Co-operation

The United States Information Service (USIS) is currently considering whether to embark on a more active policy in ELT support, to include working directly with the Ministry of Education and Autonomous Governments to improve the teaching of secondary-level English in Spain. USIS also believes the anticipated addition of a regional English-teaching officer to its staff will allow the Embassy to support, directly, Spanish ELT initiatives on a national

level. This move, if confirmed, will open the way to more Anglo-American co-operation in support of Spanish initiatives.

10. OTHER AGENCY SUPPORT

There are no other agencies operating in Spain.

11. COMMERCIAL OPPORTUNITIES

Prospects for the Sale of Books, Other Software and Hardware

Although a large number of Spanish publishers produce ELT materials (see Section 4), the demand for British ELT textbooks is large. British publishers can win major orders, particularly for secondary schools and language schools.

Collins, Heinemann, Longman, Macmillan and the Oxford University Press are or have been involved in the preparation of English language courses for different levels in the Spanish education system.

As already indicated (Section 4), there is also a considerable market for books of general interest, particularly fiction.

The demand for British-produced software, mainly audio and video cassettes, is expanding following the gradual increase of resources in schools. Prospects for the sale of British-manufactured hardware, on the other hand, are limited. The Ministry of Education purchases English teaching materials every year to be sent to a certain number of state schools.

Services Required Within the Country

Examinations

1. The principal British examinations administered in Spain are the University of Cambridge First Certificate in English (FCE) leading to the Certificate of Proficiency in English (CPE) and the Diploma of English Studies.

The British Council makes arrangements for the University of Cambridge Local Syndicate examinations to be held in Madrid and twenty provincial centres; 6,446 candidates registered for them in 1984. British Council centres, English-medium schools and private language schools constitute the main market for the Cambridge examinations.

2. The British Chamber of Commerce administers the London Chamber of Commerce and Industry examinations at three different levels (elementary, intermediate and advanced) four times a year. They are held at British Chamber of Commerce centres in Madrid, Barcelona, Bilbao and Valencia.

3. Oxford examinations in English as a Foreign Language, the Institute of Linguists examinations and Trinity College, London, examinations in spoken English are also administered in Spain.

4. University of London GCE examinations are administered in a number of schools which cater primarily for expatriates. There are thirteen GCE centres in Spain.

5. Examinations for the Royal Society of Arts (RSA) Diploma for Overseas Teachers of English, and their Diploma in the Teaching of English as a Foreign Language to Adults, are administered at the following RSA-approved centres: British Council Madrid, Barcelona and Valencia; and International House Madrid, Barcelona, Bilbao and San Sebastian.

6. In 1983/84 about ninety candidates for further training in the United Kingdom were tested for competence in English through the English Language Testing Service examination (ELTS) which is conducted in the Madrid, Barcelona and Valencia DTEOs.

Other Services

Recruitment of teachers in Britain is not usual. Most English schools recruit their teachers from among native speakers living in Spain.

The market for consultancy services is unknown. Approaches are generally first made to the British Council.

The British Council provides a comprehensive educational information service covering all aspects of education in Britain, including language and teacher training courses.

Services Sought in Britain

Language Courses

A regular stream of Spaniards of all ages goes to language schools in Britain, primarily for short summer courses. It is impossible to quantify this extremely large and expanding market, mainly due to the many different channels used. Smaller numbers of students attend language courses in Ireland and the United States.

Teacher Training

There is a major need for teacher training. Within the area of British involvement this is being met, in part, by the schemes described in Section 2. However, there are always a few teachers willing to pay for their own teacher training courses in Britain.

12. CREATIVE WRITING

Writers' Associations: International, Local

There is a Spanish branch of PEN and a Spanish Writers' Association, both for writers of Spanish.

Literary Societies in the Field of English Literature

The Shakespeare Institute at Valencia University holds biennial conferences

with international participation (Encuentros Shakespeare), trains research scholars, maintains close relations with the Shakespeare Institute of the University of Birmingham at Stratford and other institutes overseas, and produces Spanish translations of Shakespeare's works.

The Association of English and American Studies, Asociación Español de Estudios Anglo-Norteamericanos (AEDEAN), publishes a journal and holds annual conferences with international participation. Recent guest speakers have included Richard Ellmann, George Watson, Christopher Ricks, William Gass, John Barth and Salman Rushdie.

Literary Prizes

There are no literary prizes awarded for original work in English. The Ministry of Culture awards an annual prize for the best literary translation into Spanish. One of the winners has been Miguel Saenz, the excellent translator of Midnight's Children, for his version of Flounder by Gunter Grass.

Publishing Activity

No literary work in English is published. However Anglo-American Studies, published by the Universities of Salamanca and Extremadura, only includes contributions in English. See Section 3 for literature and language journals published in Spain.

13. CURRENT RESEARCH

Postgraduate Work

Relatively little postgraduate degree work is undertaken after the Spanish licenciatura. Postgraduate study to PhD level, which is available in most English university departments, involves course work (five or six subjects which can normally be done in one year), the completion of a thesis under professional direction and rigorous examinations.

Research Projects

Several informal small-scale projects relevant to the teaching of English and literature are, at the moment, being conducted by teachers' groups, but no major research projects are in progress.

Recent Literature and Language Conferences

The following conferences took place in 1983/84 (see Section 3 for full names of organizing institutions):

- III Encuentro Internacional de Profesores de Inglés, organized by CDL, Madrid, 20-24 September 1983
- I Jornadas de la Sociedad Canaria de Profesores de Inglés, organized by TEA, Santa Cruz de Tenerife, 7-10 December 1983

- 'Los Últimos 20 Años en los Estudios Anglo-Norteamericanos', organized by AEDEAN, Madrid, 19-22 December 1983. Main speakers: George Watson, Christopher Ricks, William Gass

- Orwell Symposium, organized by the Generalidad de Cataluña, the Ayuntamiento de Barcelona, Universidades Autónoma y Central de Barcelona in collaboration with the British Council, Barcelona, 13-17 February 1984. Main speakers: John Wain, Bernard Crick

- Symposium in American Studies, organized by the Centro Cultural de Estados Unidos, Madrid, 27-29 March 1984

- Symposium: New Directions in the Teaching of English, organized by the Subdirección General de Perfeccionamiento del Profesorado, in collaboration with the British Council, Madrid, 9-13 April 1984

- VII Annual TESOL Spain Convention, organized by TESOL Spain, Madrid, 27-29 April 1984

- II Annual Conference: Applied Linguistics, organized by AESLA, Granada, 3-5 May 1984

- II Encuentro de Profesores de Lenguas Extranjeras, organized by AAPLE, Oviedo, 11-12 May 1984.

See Section 8 for ELT links and scholarships, visitorships and specialist tours concerned with English Studies for 1983/84.

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

Ley Orgánica del Derecho a la Educación (LODE - The Right to Education Act 1984)

The following is a list of recent locally published books relevant to the teaching of English written by Spanish teachers

E Alcaraz, B Moody, Didáctica del Inglés: Metodologia y Programación, Alhambra, 1983

Apuntes IEPS, La Enseñanza de un Idioma y el Método de Proyectos, Narcea, 1982

F Sanchez Benedito, Gramática Inglesa, Alhambra

F Sanchez Benedito, Diccionario Conciso de Modismos (inglés/español; español/inglés), Alhambra, 1977.

J Bestard, Preparación y Desarrollo de las Clases de Inglés, Ed.6, 1982

J Bestard, C Perez Martin, La Didáctica de la Lengua Inglesa, Ed.6, 1982

A Medrano Morales, Linguística Inglesa, Editorial Gredos, 1973

J M Moro, ed, La Enseñanza de Lenguas Extranjeras: Experiencias Escolares, Santillana, 1982

L Pozuelo, C Sánchez, L Louzao, Didáctica para la Clase de Idiomas, Narcea, 1981

Equipo Pygmalión, El Enfoque Comunicativo en la Escuela, Ed.6, 1983

The following literature and language journals are published in Spain:

Anglo-American Studies: published twice-yearly jointly by the English Departments of the Universities of Salamanca and Extremadura. Articles on linguistics, literary criticism, translation and ELT.

Atlantis: published by the Association of Anglo-American Studies (AEDEAN).

Aula de Inglés: published three times yearly by the Aula de Inglés group in Madrid. ELT articles.

Cauce: published by the English Department of the University of Seville.

Revista Canaria de Estudios Ingleses: published twice-yearly by the English Department of the University of La Laguna, Tenerife.

TESOL Newsletter: published by TESOL Spain.

15. GENERAL STATEMENT

The following are the main weaknesses of the current English teaching in Spain:

- absence of a foreign language policy-making body within the Ministry of Education, resulting in a lack of long-term planning
- absence of a central point of reference within the Ministry, with responsibility for ELT
- shortage of adequately trained teaching staff to meet the increasing demand for ELT
- insufficiency of adequate, systematized in-service teacher training.

The following are the main strengths of the present situation:

- the invigorating rate of growth of demand for English instruction
- acute awareness of needs in the field of ELT, and a highly positive attitude from authorities and teachers to meet these needs efficiently and promptly.

GLOSSARY OF ACRONYMS

AAPLE	Asociación Asturiana de Profesores de Lenguas Extranjeras
ACEDIM	Asociación de Centros de Enseñanza de Idiomas de Madrid
ACHNA	Asociación Cultural Hispano-Norteamericana
AEDEAN	Asociación Española de Estudios Anglo-Norteamericanos
AESLA	Asociación Española de Linguística Aplicada
AIRE	Asociación Isleña de Profesores para la Renovación Educativa
API	Asociación de Profesores de Inglés, Madrid
APIGA	Asociación de Profesores de Inglés de Galicia
APIMU	Asociación de Enseñantes de Inglés de la Región Murciana
BUP	Bachillerato Unificado Polivalente (secondary general education)
CAP	Certificado de Aptitud Pedagógica (Certificate of Pedagogic Aptitude)
CDL	Colegio de Doctores y Licenciados
CEIRES	Centros de Investigación y Renovación Educativa
CENEBAD	Centro Nacional de Educación Básica a Distancia
CEP	Centros de Profesores
COU	Curso de Orientación Universitaria (pre-university year)
CPE	Cambridge Certificate of Proficiency in English
CSIC	Consejo Superior de Investigaciones Científicas
DTE	Direct Teaching of English
DTEO	Direct Teaching of English Operation
EFL	English as a Foreign Language
EGB	Educación General Básica (basic general education)
ELT	English Language Teaching
ELTS	English Language Testing Service
EOI	Escuelas Oficiales de Idiomas (official government schools of languages)
ESP	English for Specific Purposes
FCE	Cambridge First Certificate in English
FECEI	Federación Española de Centros de Enseñanza de Idiomas
FL	Foreign Language(s)
FP	Formación Profesional (technical and vocational education with general studies)
GCE	General Certificate of Education (UK)
GRETA	Asociación de Profesores de Inglés de Granada
IATEFL	International Association of Teachers of English as a Foreign Language
ICE	Institutos de Ciencias de la Educación
INBAD	Instituto Nacional de Bachillerato a Distancia
INCIE	Instituto Nacional de Ciencias de la Educación
IST	In-Service Teacher Training
ITTI	International House Teacher Training Institute

LODE	Ley Orgánica del Derecho a la Educación (The Right to Education Act)
LRU	Ley de Reforma Universitaria
MRP	Movimiento de Renovación Pedagógica
PEN	Poets, Playwrights, Editors, Essayists, and Novelists
PET	Preliminary English Test
PNN	Profesores No-Numerarios
PRONEP	Programa Nacional de Especialización de Profesores de EGB
RCE	Radiocadena Española
RSA DOTE	Royal Society of Arts Diploma for Overseas Teachers of English
SGPP	Subdirección General de Perfeccionamiento del Profesorado
SP	Seminarios Permanentes
TEA	Teachers of English Association, Canaries
TEFL	Teaching English as a Foreign Language
TRIC	Teachers' Resource Information Centre
TVE	Televisión Española
UCLES	University of Cambridge Local Examination Syndicate
UNED	Universidad Nacional de Enseñanza a Distancia (distance education at tertiary level)
USIS	United States Information Service